

*California
Commission on Teacher Credentialing*

*Meeting of
September 5-6, 2001*

AGENDA ITEM NUMBER: **PREP - 2**

COMMITTEE: **Preparation Standards Committee**

TITLE: **Progress Report on the Comparability Studies of
Subject Matter Requirements in Other States
(AB 877 – Scott, 2000)**

 X **Action**

 Information

 Report

Strategic Plan Goal(s):

- Goal 1:** **Promote educational excellence through the preparation and certification of professional educators**
- Sustain high quality standards for the preparation of professional educators
- Goal 2:** **Provide leadership in exploring multiple, high quality routes to prepare professional educators for California schools**
- Work with education entities to expand the pool of qualified professional educators

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**Progress Report on the Comparability Studies of
Subject Matter Requirements in
Other States (AB 877 – Scott, 2000)**

**Professional Services Division
August 10, 2001**

Executive Summary

This agenda item is written to provide the Commission with a progress report on the implementation of AB 877 (Scott, 2000) through the contracted work with Educational Testing Service (ETS), Princeton, New Jersey. The contract with ETS calls for the contractor to review and analyze the subject matter requirements for the other states regarding the preparation of multiple subject and single subject teachers. The contract also calls for a review of credential emphasis or equivalent programs in other states pursuant to AB 877 and includes the development of a database of out-of-state teacher credential requirements. AB 877 requires the Commission to contract for periodic reviews of the comparability of out-of-state requirements related to subject matter requirements and credential emphasis or equivalent programs commencing in 2001 with the reviews to be updated every three years. The database of out-of-state teacher credential requirements is being developed in preparation for the next review cycle commencing in 2004.

The Commission authorized the Executive Director to enter into a contract with ETS during its March 8, 2001, meeting and a contract was signed with ETS in May 2001. The contract calls for seven deliverables between July 1, 2001 and March 2, 2003. The first deliverable, received on July 1, 2001 relates to the multiple subject, subject matter requirements of ten (10) selected states. This agenda item provides the Commission with the findings of ETS and a staff recommendation.

Policy Issue to be Considered

Should the Commission adopt the findings on comparability by ETS for the multiple subject, subject matter and standards requirement of ten (10) selected states?

Fiscal Impact Statement

AB 877 (Scott, 2000) appropriated \$350,000 from the General Fund for the purpose of conducting comparability studies of out-of-state teacher credential requirements for the 2000-2001 fiscal year.

Recommendation

That the Commission adopt the findings of comparability of the multiple subject, subject matter requirements and standards requirements for the ten (10) states identified in this item.

Progress Report on the Comparability Studies of Subject Matter Requirements in Other States (AB 877 – Scott, 2000)

**Professional Services Division
August 10, 2001**

Overview

This agenda report provides the members of the Commission with a progress report on the implementation of AB 877 (Scott, 2000) related to the comparability of subject matter requirements and standards and credential emphasis or equivalent programs of other states. In March, 2001 the Commission authorized the Executive Director to enter into a contract with Educational Testing Service (ETS) located in Princeton, New Jersey, to complete a series of studies of comparability. The contract with ETS calls for seven different deliverables due from the contractor starting July 1, 2001 and ending March 2, 2003, as described in Table 4.

The Commission sponsored AB 877 to study those areas that were lacking in comparability in the initial comparability studies conducted pursuant to AB 1620 (Scott, 1998), and to further streamline and facilitate the entry of qualified out-of-state teachers into the teaching profession in California. Building on the initial comparability studies, AB 877 requires the Commission to contract for periodic reviews of the comparability of out-of-state requirements related to subject matter preparation, and credential emphasis or equivalent programs, commencing in 2001. These reviews will be updated every three years, commencing in 2004.

Educational Testing Service (ETS) first used the specific subject matter requirements and test specifications that exist in the ten (10) states being reviewed. The analysis for comparability enabled ETS staff to both quantify and qualify the specific data. The program standards were then analyzed for comparability. The specific data from the subject matter requirements enabled the staff to further complete a comparison standard by standard. Particular attention was given to the other state standards that dealt with candidate assessment, required subjects of study and standards related to depth and breadth of content studies.

Methodology Used by Contractor

The first deliverable that was received from ETS on July 1, 2001, dealt with an analysis of the comparability of the standards, subject matter requirements and the test specifications for the subject matter content required for multiple subject (elementary teacher) candidates in the selected states. ETS first analyzed each specific content area in the subject matter requirement of all the states. The content areas were: literature and language studies; mathematics; visual and performing arts; physical education; human development; history; geography; social studies; science including biology, geoscience, physical science with experimentation and investigation; and humanities. ETS determined the content match for each content area listed above and for each sub-content area. As an example, the sub-content areas for mathematics are number sense

and numeration, geometry, measurement, algebraic concepts, number theory, real number systems, probability, and statistics and mathematical reasoning.

Second, ETS compared the exam specifications that each state had established based on the subject matter requirements. A comparative analysis was completed on each states exam specifications.

The third comparative study completed by ETS was a standard by standard comparison. Standards related to candidate assessment, content breadth and depth, and specific subjects of study. The target or criteria used to determine comparability was an 80% match in the standards, subject matter requirements and examination specifications. In the case that a state was close to 80% in one area (i.e., subject matter requirements) and higher than 80% in another area (i.e. standards) then the state was determined to be comparable.

Background – Urgency Legislation AB 1620 (Scott, 1998) and AB 877 (Scott, 2000)

AB 1620 (Scott, 1998) required the Commission to conduct periodic reviews of the comparability of teacher preparation standards in other states for the purpose of establishing credential reciprocity. The initial study consisted of a review of accreditation procedures, standards for the preparation of elementary, secondary, and special education teachers, and subject matter requirements in other states. In addition, the Commission conducted a review of the professional clear credential requirements for those states that had been determined to have comparable teacher preparation standards. In May 2000, the Commission deemed thirty-seven states overall to be comparable in elementary, secondary or special education teacher preparation. The determinations of comparability between California and other states were based as a whole on accreditation procedures, teacher preparation standards, and subject matter requirements. Some states were not determined to be comparable based on the reviews, because they lacked comparability in one or more of the required areas, such as reading instruction (as a component of the teacher preparation program) or subject matter preparation.

AB 877 builds on the reviews conducted under AB 1620, and allows the Commission to decouple the previous reviews of comparability to provide greater flexibility in the credentialing process for out-of-state teachers. In November 2000, the Commission approved further findings from the Reciprocity Task Force related to reading instruction, and the professional clear credential requirements in health education, computer education, and special education. In addition, the Commission approved additional findings of subject matter comparability in other states in January 2001.

AB 877 (Scott, 2000) streamlined the credentialing system by requiring that all out-of-state prepared teachers receive a five-year preliminary teaching credential. Sponsored by the Commission as urgency legislation, AB 877 authorized the Commission to study those areas that were lacking in comparability in the preliminary review, and to further streamline and facilitate the entry of qualified out-of-state teachers into the California teaching profession. Building on the AB 1620 comparability studies, AB 877 required the Commission to contract for periodic reviews of the comparability of out-of-state requirements related to subject matter preparation and reading instruction. In addition, AB 877 authorized the Commission to determine the comparability of credential emphasis or equivalent programs in other states, including, but not

limited to, programs that prepare teachers to work with English language learners. The legislation required that the reviews begin in 2001 and be updated every three years.

A teacher entering under the provisions of AB 877 will have five years during the period of the credential to complete any remaining requirements leading to the professional clear credential, including subject matter verification, reading instruction, knowledge of the U.S. Constitution, computers, mainstreaming, and health education, and a fifth year program. Teachers have the option of completing an induction program in lieu of a fifth year program.

AB 877 allows the Commission to eliminate redundant California credential requirements if an individual has completed equivalent work out-of-state. Under the previous and new systems, all out-of-state teachers must submit fingerprint cards and meet the California requirements for teacher fitness.

As a result of the ETS staff analysis, it was determined that nine (9) of the ten (10) states reviewed met the 80% match when factoring in percent of standards match and/or the percent of match regarding the subject matter requirements.

Table 1

Findings of Comparability Analysis for Ten States Regarding Multiple Subject, Subject Matter Requirements

| State | Percent Content Match | Percent Standards Match |
|---|------------------------------|--------------------------------|
| 1. Alabama | 79 | 92 |
| 2. Connecticut | 84 | 84* |
| 3. Florida | 81 | 92 |
| 4. Minnesota | 77 | 96 |
| 5. Nevada | 82 | 75* |
| 6. New York | 85 | 65* |
| 7. Oregon | 100 | 85 |
| 8. Texas | 88 | 85 |
| 9. Utah | 91 | 73 |
| Not Recommended | 47 | 40 |
| 10. Washington | | |
| * - Weighted and factored program standards (i.e. candidate assessment, required subjects of study, depth of study) | | |

Table 2

States Previously Determined to be Comparable for the Multiple Subject, Subject Matter Requirement

| | | |
|----------|----------------|--------------|
| Colorado | Maryland | South Dakota |
| Delaware | Michigan | Tennessee |
| Georgia | North Dakota | Virginia |
| Illinois | Rhode Island | |
| Indiana | South Carolina | |

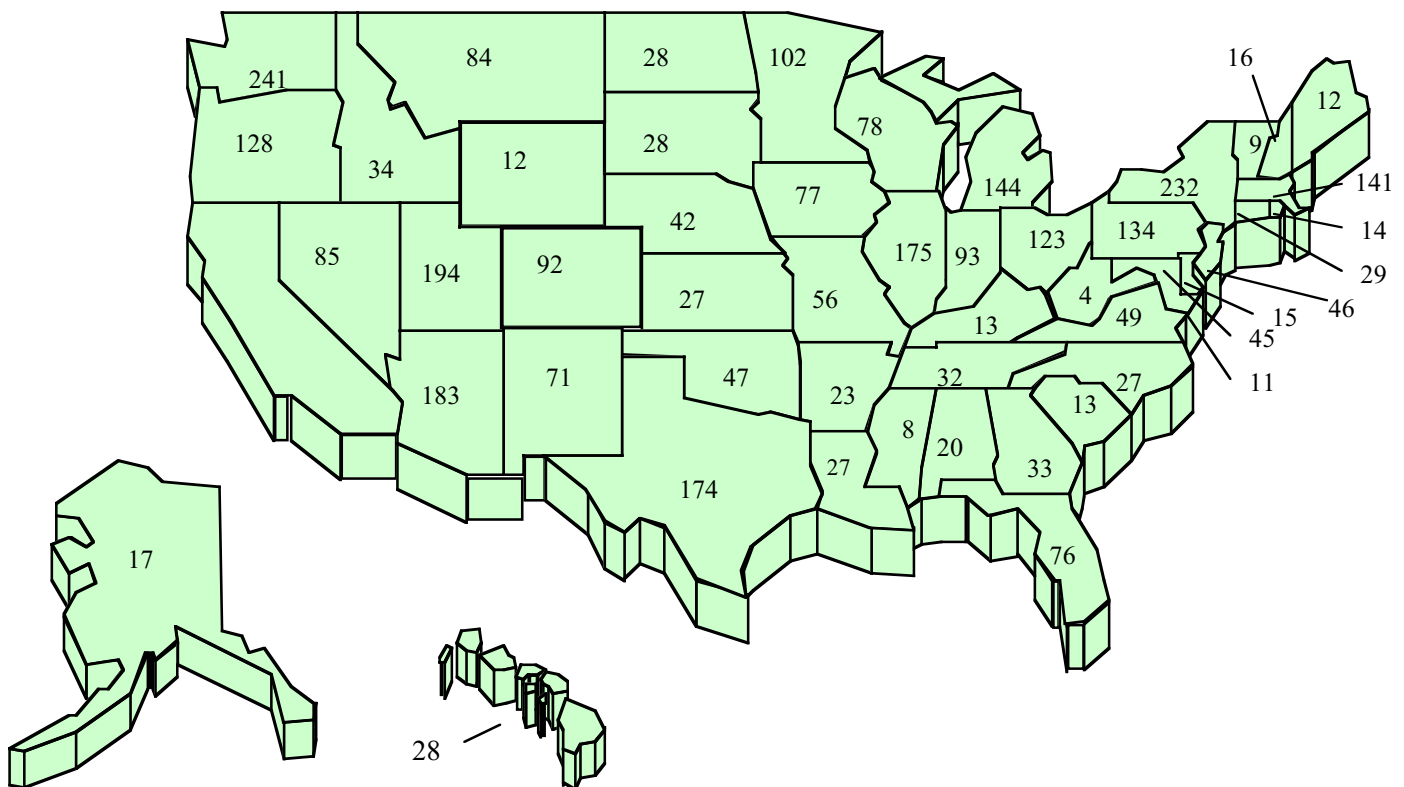
If the Commission acts favorably on the nine (9) states recommended above, there will be a total of twenty-two (22) states that have comparable multiple subject, subject matter requirements. Candidates coming from these states will have met the California subject matter requirements (MSAT) or multiple subject, subject matter requirements.

Next Steps

By September 1, 2001 ETS is to provide the Commission with the second deliverable. This will include at least 15 of the remaining states for multiple subject, subject matter requirements and 20 states for the single subject, subject matter requirements.

Table 3

**Number of California Teaching Credentials Issued to Persons Trained From Another State
For Fiscal Year 1999-00**



| | | | | | |
|-------------|-----|---------------|-----|----------------|-----|
| Alabama | 20 | Maryland | 45 | Pennsylvania | 134 |
| Alaska | 17 | Massachusetts | 141 | Rhode Island | 14 |
| Arizona | 183 | Michigan | 144 | South Carolina | 13 |
| Arkansas | 23 | Minnesota | 102 | South Dakota | 28 |
| Colorado | 92 | Mississippi | 8 | Tennessee | 32 |
| Connecticut | 29 | Missouri | 56 | Texas | 174 |
| Delaware | 15 | Montana | 84 | Utah | 194 |

| | | | | | |
|-----------|-----|----------------|-----|---------------|-------------|
| Florida | 76 | Nebraska | 42 | Vermont | 9 |
| Georgia | 33 | Nevada | 85 | Virginia | 49 |
| Hawaii | 28 | New Hampshire | 16 | Washington | 241 |
| Idaho | 34 | New Jersey | 46 | West Virginia | 4 |
| Illinois | 175 | New Mexico | 71 | Wisconsin | 77 |
| Indiana | 93 | New York | 232 | Wyoming | 12 |
| | | | | Dist. of | |
| Iowa | 77 | North Carolina | 27 | Colombia | 11 |
| Kansas | 27 | North Dakota | 28 | | |
| Kentucky | 13 | Ohio | 123 | | |
| Louisiana | 27 | Oklahoma | 47 | | Total 3,391 |
| Maine | 12 | Oregon | 128 | | |

Table 4

ETS Contract Schedule

| <i>Due Date</i> | <i>Deliverable</i> |
|------------------------|---|
| 1. July 1, 2001 | Submit analysis of multiple subject – subject matter and standards comparability, including exam specifications for ten (10) selected states |
| 2. September 1, 2001 | Submit analysis of other state multiple subject – subject matter requirements, including exam specifications |
| 3. December 1, 2001 | Submit remaining multiple subject – subject matter studies and all remaining single subject – subject matter comparability studies Submit source documents for studies |
| 4. March 31, 2002 | Submit analysis documents of the credential emphasis or equivalent programs comparability study with half of the states |
| 5. June 1, 2002 | Submit report on the results of the credential emphasis or equivalent programs comparability study with all state data and source documents included |
| 6. December 1, 2002 | Submit CD, state documents and summary of survey results |
| 7. March 2, 2003 | Submit complete database |
| 8. March 15, 2003 | Contract completed |

Previous Actions of the Commission
Regarding AB 1620 (Scott, 1998) Comparability Studies

Following are a series of charts that show the comparability of various multiple, single and special education credential requirements. Candidates from out-of-state are presently being credentialed under these provisions.

Appendix A

Findings of Subject Matter Comparability for Out-of-State Elementary and Secondary Teacher Preparation Programs as of January 4, 2001¹

| State | Multiple Subjects | Single Subject Art | Single Subject English | Single Subject French/ Spanish | Single Subject Math | Single Subject Music | Single Subject P.E. | Single Subject Science: Biological Science | Single Subject Science: Chemistry | Single Subject Science: Geoscience | Single Subject Science: Physics | Single Subject Social Science |
|---------------|----------------------|--------------------------|------------------------------|---|---------------------------|----------------------------|---------------------------|--|--|---|--|--|
| Alabama | | | X | | | | | | | | | X |
| Alaska | | | X | | X | | X | X | X | | X | X |
| Arizona | | | X | | X | | | | | | | X |
| Arkansas | | X | X | | X | | X | X | X | X | X | X |
| Colorado | X | | X | | X | X | X | | | X | X | X |
| Connecticut | | X | X | X ² | X | | X | X | X | X | X | X |
| Delaware | X | | X | | X | | X | X | X | X | X | X |
| D.C. | | | X | | | | | | | | | |
| Florida | | X | X | X/X | X | | X | | | | | X |
| Georgia | X | X | X | | X | | X | X | X | X | X | X |
| Hawaii | | | X | | X | | X | X | X | X | X | X |
| Idaho | | | | | | | | | | | | |
| Illinois | X | | X | | X | | X | X | X | X | X | X |
| Indiana | X | X | X | | X | | X | X | X | X | X | X |
| Iowa | | | | | | | | | | | | |
| Kansas | | | X | | X | | | | | | | X |
| Kentucky | | | X | | X | X | X | X | X | X | X | X |
| Louisiana | | | X | | X | | | X | | | X | X |
| Maine | | | X | | X | | | | | | | X |
| Maryland | X | X | X | | X | X | X | X | X | X | X | X |
| Massachusetts | | | X | | X | X | X | | X | X | | X |
| Michigan | X | X | X | | X | | X | | | | | |
| Minnesota | | | X | | | | | | | | | |

¹ A contractor will review those subject area(s) in each state that were not determined to be comparable in the initial review.

² Connecticut was determined to be comparable in French only.

Appendix A

| State | Multiple Subjects | Single Subject Art | Single Subject English | Single Subject French/Spanish | Single Subject Math | Single Subject Music | Single Subject P.E. | Single Subject Science: Biological Science | Single Subject Science: Chemistry | Single Subject Science: Geoscience | Single Subject Science: Physics | Single Subject Social Science |
|---------------|-------------------|--------------------|------------------------|-------------------------------|---------------------|----------------------|---------------------|--|-----------------------------------|------------------------------------|---------------------------------|-------------------------------|
| Mississippi | | | X | | X | | X | X | X | | X | X |
| Missouri | | | X | | X | X | X | X | X | X | X | X |
| Montana | | | X | | | | | | | | | |
| Nebraska | | | X | | X | | | | | | | |
| Nevada | | | X | | | X | X | | | | X | X |
| New Hampshire | | | | | | | | | | | | |
| New Jersey | | | X | | X | | X | | | X | X | X |
| New Mexico | | | X | | | | | | | | X | X |
| New York | | | X | | | | X | | | | X | X |
| N. Carolina | | X | X | X/X | X | X | X | X | X | X | X | X |
| N. Dakota | X | | X | | | | | | | | | |
| Ohio | | X | X | | | X | X | X | X | X | X | X |
| Oklahoma | | X | X | | X | X | X | X | X | X | X | X |
| Oregon | | X | X | | X | | X | X | | X | | X |
| Penn. | | X | X | | X | X | X | X | | X | X | X |
| Rhode Is. | X | | X | | X | | X | X | X | X | X | X |
| S. Carolina | X | | X | | X | | X | X | X | | X | X |
| S. Dakota | X | | X | | X | X | X | | | | | X |
| Tennessee | X | X | X | | X | | X | X | X | X | X | X |
| Texas | | X | X | | X | | | X | | X | | X |
| Utah | | | | | | | X | | | | | X |
| Vermont | | | | | | | | | | | | |
| Virginia | X | | X | | X | X | X | X | X | X | X | X |
| Washington | | | | | | | | | | | | X |
| West Virginia | | X | X | | X | | X | X | X | | X | X |
| Wisconsin | | | X | | X | | X | | | | | X |
| Wyoming | | | X | | | | | | | | | |

Appendix B

Findings of Comparability for Out-of-State Special Education Teacher Preparation Programs as of February 3, 2000¹

| State | M/M | M/S | DHH | PHI | VI | ECSE | CRS: AUD | CRS: LSH | CRS: SCA | CRS: O&M |
|---------------|-----|-----|-----|-----|----|------|-------------|-------------|-------------|-------------|
| Alabama | X | X | X | X | X | X | | X | | |
| Arkansas | | | X | | X | X | | X | | |
| Colorado | X | X | X | X | X | X | X | X | X | X |
| Delaware | X | | | | X | | X | X | | |
| Florida | X | | X | X | X | | | X | | |
| Georgia | X | | X | X | X | | | | | |
| Hawaii | X | X | | | | | | | | |
| Indiana | X | | X | | X | | | X | | |
| Iowa | X | X | X | X | X | X | | | | |
| Kansas | | | | | | | X | X | | |
| Kentucky | X | X | X | | X | | | | | |
| Louisiana | X | X | X | | X | X | | | | |
| Maine | | | | | | X | | X | | |
| Maryland | X | X | X | | X | X | | | | |
| Massachusetts | X | X | X | | X | | | | | |
| Michigan | X | X | X | X | X | X | | X | X | |
| Missouri | X | X | X | X | X | | | X | | |
| Montana | X | | | | | | | | | |
| Nebraska | X | X | X | | X | X | | X | | |
| New Hampshire | X | | X | | | | | | | |

¹ Please see key on following page for California credential names.

Appendix B

| State | M/M | M/S | DHH | PHI | VI | ECSE | CRS: AUD | CRS: LSH | CRS: SCA | CRS: O&M |
|----------------|-----|-----|-----|-----|----|------|-------------|-------------|-------------|-------------|
| New Mexico | X | | | | | | | | | |
| North Carolina | X | X | X | | X | X | X | X | | |
| North Dakota | X | X | X | X | X | X | | X | | |
| Oklahoma | X | X | X | | X | | | X | | |
| Oregon | X | X | X | | X | | | X | | |
| Pennsylvania | X | X | X | | X | | | X | | |
| Rhode Island | X | X | X | | X | X | X | X | | |
| South Carolina | X | X | X | | X | | | X | | |
| South Dakota | X | | X | | | X | | X | | |
| Tennessee | X | X | X | X | X | X | | X | | |
| Utah | X | X | X | | X | X | | | | |
| Virginia | X | X | X | | X | X | | X | | |
| Washington | | | | | | | X | X | | |
| Wisconsin | X | X | X | | | X | | X | | |
| Wyoming | X | | X | | X | X | X | X | | |

M/M = Mild / Moderate Disabilities

M/S = Moderate / Severe Disabilities

DHH = Deaf and Hard-of-Hearing

PHI = Physical and Health Impairments

VI = Visual Impairments

ECSE = Early Childhood Special Education

CRS: AUD = Clinical Rehabilitative Services Credential: Audiology

CRS: LSH = Clinical Rehabilitative Services Credential: Language, Speech and Hearing

CRS: SCA = Clinical Rehabilitative Services Credential: Special Class Authorization

CRS: O&M = Clinical Rehabilitative Services Credential: Orientation and Mobility